DOCUMENT RESUME

ED 101 840 PS 007 673

TITLE A Guide to Primary Unit Instruction. Revised Experimental Edition, 1973-74.
INSTITUTION Detroit Public Schools, Mich.
PUB DATE [74]
NOTE 71p.

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS Art; *Curriculum Guides; *Early Childhood Education; Health Education; *Instructional Materials; *Kindergarten; Language Arts; Mathematics; Music; *Nongraded Primary System; Physical Education; Reading Instruction; Science Curriculum; Social Studies

ABSTRACT

This curriculum guide presents a 3-year program, for children in kindergarten and early primary grades, designed to facilitate continuous learning in a non-graded setting. The guide describes how learning experiences can be adjusted to the student's developmental needs and abilities in a wide range of curriculum areas: language arts, mathematics, science, social studies, physical education, health instruction, art, and music. Basic materials and teacher guides are suggested for each curriculum area. (CS)

ED101840

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SEP. 1 8 1974

BEST COPY AVAILABLE

A GUIDE TO

PRIMARY UNIT INSTRUCTION

Revised Experimental Edition

1973-74

Department of Early Childhood Education
Division of Curriculum and
Educational Research

PS 007678

00002

BEST COPY AVAILABLE

FOREWORD

This abridged guide to Primary Unit instruction represents a comprehensive series of guides and manuals developed and distributed by the subject matter departments of the Office for Improvement of Instruction. It offers an overview of a broad curriculum designed to meet the needs of students in their first three years of school.

The original materials from which this guide has been developed are available from the respective subject matter departments. They offer more specific and detailed information for each area.

An expression of appreciation is extended to the many teachers, administrators, and supervisors who contributed directly and indirectly to the creation of this guide.

Arthur M. Enzmann
Director, Department of
Early Childhood Education

BEST COPY AVAILABLE

TABLE OF CONTENTS

	Page
An Overview of the Primary Unit	1
Kindergarten in the Primary Unit	7
Language Arts in the Primary Unit	13
Mathematics in the Primary Unit	31
Science in the Primary Unit	37
Social Studies in the Primary Unit	39
Physical Education in the Primary Unit	45
Health Instruction in the Primary Unit	49
Art in the Primary Unit	52
Music in the Primary Unit	56
Supplementary Guides and Bulletins	60

BEST COPY AVAILABLE

An Overview of the Primary Unit

The nongraded Primary Unit is the official plan of organization for the early elementary years, kindergarten through former grade two. Approximately 230 schools and over 2,000 teachers are involved in this program.

The Department of Early Childhood Education has the responsibility of coordinating curriculum from the Preschool Program through the Primary Unit. We believe that a basic ingredient of the Primary Unit is the concept of providing for continuous progress in learning by children. This progress begins the day they enter the Primary Unit as kindergarten students. By removing grade level barriers, the curriculum may be adjusted to the student's developmental needs and abilities.

The flexibility of a three-year Primary Unit which begins at the kindergarten level permits and accomodates a wide variety of grouping procedures. The following are some procedures being used at this time above the kindergarten. Grouping plans for kindergarten children may be found in the kindergarten subsection of this guide. They should not be thought of as prescriptions, for in many instances a successful plan for one building may be unsuitable for another.

Grouping Beyond Kindergarten

1. Some schools initially group as homogeneously as possible in September based upon evidence obtained the previous year. They reason that if the class draws apart in achievement, it will be easier to regroup informally within the class and, thus, maintain the advantage of keeping the group together for the entire year.

2. Some schools group two general achievement levels in a class. They reason that children capable of moving faster or needing to move more slowly than their group would have a 50-50 chance of moving into an already established group within that room.

3. Children may be shifted to another classroom within the Primary Unit when need is indicated any time during the school year.

4. Children may be placed in different groups for different experiences; some schools chedule separately for arithmetic.

   Example: Children are rated by their teachers and are divided into groups with each teacher handling an achievement level. Arithmetic is taught at

the same time in all primary rooms and the children move to the room to which they are assigned for arithmetic. Children move along in arithmetic as fast as they can over the two-year period.

5. Some schools are able to make use of the unique talents of certain teachers by having teachers trade teaching assignments.

   Example: Miss Jones teaches art to her own class and to Mrs. Brown's class. Mrs. Brown teaches physical education or science, etc. to her own class and Miss Jones' class.

6. Some schools use a cycling plan where children remain with the same teacher for two years or until they are ready to enter grade 3. This may encourage teachers to assume a greater responsibility for long term planning for pupil growth.

7. Some schools feel that a change of teachers at the end of the school year is beneficial for students and teachers. Note: It is important that schools work to break down the concept that June is promotion time, e.g., promotion to Primary II.

8. Progress of students in the Primary Unit must be carefully charted so that parents may be aware of the fact that some students may need more than three years in the Primary Unit (kdg. + two years) to attain an achievement level and maturity which would lead to success in grade three. Some children will spend four years in the Primary Unit. If slow progress is noted early and called to the attention of the parent, recognition and acceptance of the need for more time will be more easily accepted by the parent.

The above discussion of some current grouping practices certainly does not exhaust the possibilities.

Lists of guides and bulletins which offer suggestions for helping teachers improve their Primary Unit instructional program are available from the office of the Department of Early Childhood Education.

Time Allotments

The Department of Early Childhood Education of the Detroit Public Schools has established recommended time allotments on a minutes per week basis. These time allotments are based on a realistic appraisal of the number of instructional minutes available during the course of one week. They serve as guidelines to a balanced program of instruction in

BEST COPY AVAILABLE

the elementary school. Administrators and Primary Unit teachers should give careful consideration to these recommendations so that all children receive the stimulation, change of pace, and change of emphasis which contribute to a good instructional program.

From a practical point of view, it is recognized that many minutes of the day are absorbed by activities not of a directly instructional nature. These activities vary from taking attendance to recess and dismissal preparations. Above the half day kindergarten, approximately 1200 minutes of instructional time are available each week. A percentage breakdown of the available instructional time by subject area would reveal the following:

Language Arts	60%
Math	10%
Social Studies	8%
Physical Education	8%
Science	5%
Art	5%
Music	4%
	100%

The following chart illustrates how this percentage breakdown may be distributed on a weekly basis. Many factors are involved in establishing an individual teacher's weekly plan. The actual school hours the use of coordinating periods and the availability of hygiene facilities represent a sampling of these factors. This chart suggests one way this task may be accomplished. By combining fifteen minute time modules in a creative way, teachers will be able to achieve a program balance which will result in a more stimulating and creative educational experience for both the teachers and the students.

SAMPLE TIME ALLOTMENT DISTRIBUTION

BEST COPY AVAILABLE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:45 - 8:55	Bell time	Bell time	Bell time	Bell time	Bell time
8:55 - 9:10	Conf.	Conf.	Conf.	Conf.	Conf.
9:10 - 9:25	Lang.Arts	Lang.Arts	Lang.Arts	Lang.Arts	Lang.Arts
9:25 - 9:40	"	"	"	"	"
9:40 - 9:55	"	"	"	"	"
9:55 - 10:10	"	"	"	"	"
10:10 - 10:25	Recess	Recess	Recess	Recess	Recess
10:25 - 10:40	Lang.Arts	Music	Lang.Arts	Music	Music
10:40 - 10:55	Science	Lang.Arts	Science	Lang.Arts	Soc.Studies
10:55 - 11:10	"	"	"	"	"
11:10 - 11:25	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
12:20 - 12:30	Bell time	Bell time	Bell time	Bell time	Bell time
12:30 - 12:45	Math	Lang.Arts	Math	Lang.Arts	Math
12:45 - 1:00	"	"	"	"	"
1:00 - 1:15	"	"	"	"	Phy. Ed.
1:15 - 1:30	Phy.Ed.	"	Phy.Ed.	"	Phy. Ed.
1:30 - 1:45	Phy.Ed.	"	Phy.Ed.	"	Phy. Ed.
1:45 - 2:00	Recess	Recess	Recess	Recess	Recess
2:00 - 2:15	Lang.Arts	Art	Lang.Arts	Art	Lang.Arts
2:15 - 2:30	Lang.Arts	Art	Lang.Arts	Art	Lang.Arts
2:30 - 2:45	"	Soc.St.	"	Soc.St.	
2:45 - 3:00	"	Soc.St.	"	Soc.St.	"
3:00 - 3:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Lang. Arts 720 = 60%
Math 120 = 10%
Soc. Studies 90 = 8%
Science 60 = 5%
Phy. Ed. 105 = 8%
Art 60 = 5%
Music 45 = 4%

1200 =100%

BEST COPY AVAILABLE

Definition of Primary Unit I, II, III

Considerable confusion exists in the area of labeling children in the Primary Unit. It appears logical that the name Kindergarten be retained for although it is within the Primary Unit, the children in it attend school for half days only. If the Primary Unit is to have the flexibility of grouping practices ascribed to it, we must draw away from the use of Primary I and Primary II as indicators of achievement levels comparable to grade 1 and grade 2.

The Department of Early Childhood Education suggests that for internal recordkeeping purposes the term Primary I, Primary II, and Primary III have one meaning for the entire system. These terms should represent years of school attendance beyond Kindergarten and should have no direct relation to achievement levels. For public classification purposes, all students above Kindergarten and below grade three should be termed Primary Unit students. This facilitates placement of a child in any Primary Unit room which meets his needs.

The Primary Unit and the Detroit Plan

The Primary Unit is a plan of organization designed to facilitate continuous learning progress of children in a nongraded class setting. In general, it presupposes a self-contained room organization where the children are assigned to one room for the entire day. This contrasts with the Detroit Plan whereby children are in homeroom one-half of the day and in special subject classrooms the other half.

In some cases where school numbers are very small, it is impossible to maintain a good Detroit Plan in grades 3-6 plus the Primary Unit. The Department of Early Childhood Education suggests that it is possible within the philosophic framework of continuous progress, according to ability, to place a Primary Unit class in a section of the Detroit Plan. Special class teachers involved in this variation should become aware of the educational philosophy which is involved. It should be clearly understood that this pattern is only for unusual situations. The decision regarding the exception to policy should be made by the Region Superintendent.

The Primary Unit and Specialized Service

Primary Unit teachers normally operate in a self-contained setting. However, it would be unfortunate if the experience and "know-how" of the subject matter specialist was not tapped. Schools should investigate the possibility of using the services of their Detroit Plan subject specialists either as consultants to Primary Unit teachers and/or in direct teaching of Primary Unit children. The Department of Early Childhood Education suggests that all schools draw upon the services of subject specialists to upgrade the Primary Unit program.

BEST COPY AVAILABLE

Local School Committees

The promise of the Primary Unit organization stands or falls on the amount of personal involvement of the teachers and administrators at the local school level. Teachers face many alternatives in educating young children in the school setting. The alternatives (some of which are suggested in this bulletin) should be discussed by Primary Unit committees composed of all Primary Unit teachers on a regular basis. Meeting emphases should reflect concern about curriculum and consequent upgrading of instruction as well as administration with its grouping and recordkeeping problems.

No school can have a viable Primary Unit without the direct purposeful involvement of the concerned staff.

Inservice Education

A variety of inservice education curriculum materials are available to help school staffs add meaning, interest, and higher achievement to their year's work with children. Bibliographies of available teacher aids are readily found in the school office or upon request obtained from the Department of Early Childhood Education.

Detroit television video tapes may be used by the local Primary Unit committee as discussion stimulats. These tapes are shown at scheduled times and may be seen at special times by prearrangement with the Department of Educational Broadcasting. A list of video tapes on early childhood education located at the library of the Department of Educational Broadcasting may be found in the school office or obtained from the Department of Early Childhood Education

Movement into Grade Three

The decision to assign a pupil to grade 3 or to an additional year in the Primary Unit is based on an evaluation of several factors. The primary considerations are:

1. The age of the child.
2. The time spent in the Primary Unit.
3. The prognosis about the effect of spending another year in the Primary Unit.

    a. The rate of growth in reading skill (considering the past year or years).
    b. The physical and social maturity and development of the pupil.
    c. The opportunities and arrangements offered within the school for individual help in the Primary Unit and/or Grade 3.
    d. Success in areas of school activities other than reading.

BEST COPY AVAILABLE

Kindergarten in the Primary Unit

Teacher service depends on kindergarten membership. There is, therefore, no single schedule possible for every school since kindergarten staff is composed of from one to four teachers.

Possible schedules are explored here with the realization that lavatory and milk periods subtract time from the total periods shown for classroom instruction.

Lavatory period would be planned when it is most convenient. In some cases, the kindergarten lavatories would be in use when the children wished. In some schools, a group time could be provided for kindergarten lavatories and/or the school facilities could be arranged for on schedule. Some teachers prefer to be responsible for their entire group; other teachers team together to divide the classes arranging for boys and girls at a common time. Teachers, with their principals, should decide on the best plan to be employed.

Milk distribution also is better arranged for at the local level. In a four teacher team, for instance, two rooms with chairs and tables are furnished allowing a double period for art and readiness activities. Milk could be served in these rooms at 10:00 a.m. and 10:10 a.m. for the four sections.

In the schedules shown here, the curriculum activities can be interchanged since physical space, water facilities, and room equipment are involved in implementing a program.

4 Teachers

	Room 1 Play, Games, Music	Room 2 Literature Language	Room 3 Art, Readiness Foundations	Room 4 Art, Readiness Foundations
8:45- 8:55	Entrance Time			
8:55- 9:10	Roll call, General announcements each room			
9:10- 9:40	Teacher 1	Teacher 2	Teacher 3	Teacher 4
9:40-10:10	2	1	4	3
10:10-10:40	3	4	2	1
10:40-11:10	4	3	1	2
11:10-11:25	Preparation for dismissal			

Four teachers could also organize as a pair of two teachers with an organization similar to this:

2 Teachers		
	Room 1 Play, Games, Music, Literature	Room 2 Art, Readiness Foundations
8:45 - 8:55	Entrance Time	
8:55- 9:10	Roll, General announcements each room	
9:10-10:10	Teacher 1	Teacher 2
10:10-11:10	2	1
11:10-11:25	Preparation for dismissal	

3 Teachers			
	Room 1 Play, Games, Music	Room 2 Literature, Language	Room 3 Art, Readiness Foundations
8:45- 8:55	Entrance Time		
8:55- 9:10	Roll call, General announcements each room		
9:10- 9:50	Teacher 1	Teacher 2	Teacher 3
9:50-10:30	2	3	1
10:30-11:10	3	1	2
11.10-11:25	Preparation for dismissal		

Room content could be arranged to provide this type of curriculum organization as well:

Room 1 Language Readiness Foundations	Room 2 Play, Art	Room 3 Music, Games, Literature

In this sample, planning for individuals will be extremely important since both playtime and art workshop require habits of learning and doing; and since both are provided in this room, the two areas must be kept in balance for each child.

In an organization of time and content, the areas of instruction are adjustable and sensitive to goals. The good teacher balances the ingredients of the local living-learning center.

Kindergarten education allows a year of lively living for five and six year old children. It's purpose is to provide a beginning step in this world of school in a free-flowing child oriented way. It is not designed to "get the child ready for next year." It has a purpose of it's own for the child who attends.

Kindergarten children are unique in their physical attributes, their responses to people, their reactions to environment. They need a teacher who is a kindergarten specialist; and for tools of learning, more than a pencil, a mimeographed sheet and a chair.

Because a child brings his whole selfness to school, he makes the greatest progress in discovery through the possibilities inherent in the complete kindergarten curriculum: art, music, literature, social studies, play, games, math, science, the language arts.

To provide for all of these important foundation learnings, all kindergarten children in our primary unit program are planned for by grouping and sub-grouping. Initially, children may be grouped in a variety of ways:

in age blocks

according to parental preference for a.m. or p.m.

in random fashion as they register

or the basis of attendance in Preschool or Head Start

Children enjoy many experiences and use a variety of materials to build concepts for understanding. Since ideas are more useful when they are related, flexible class units of interest are seriously planned. Such a program does not overemphasize reading since it has concern for root learnings in <u>all</u> areas. Interest in reading and the components of reading capture children at varying times and are dependent on maturity and ability. Because of this, several organizational patterns for facilitating work in the language arts have been used successfully. This more often begins around January after testing and evaluation.

Some schools having more than one kindergarten teacher, regroup to make the more mature children the entire responsibility of one teacher. Language arts is a short period of the kindergarten day...15-25 minutes.

BEST COPY AVAILABLE

Some schools having more than one kindergarten teacher identify the mature children in both groups and regroup informally each day for 15-25 minutes with the top group meeting with one teacher while the less mature pursue activities with the other teacher.

Some schools, where there are perhaps only two or three children ready for advanced work, send these children for the short period mentioned each day to another teacher in the building.

Some schools exchange a group of children in the kindergarten with a group of children above kindergarten for the short portion of each day.

Some schools where an aide is available, allow the teacher to work with the more mature children for the short period, while the aide gives a different kind of experience to the others.

Some schools choose to provide many language and creative experiences of increasing depth for all children in each section without selecting a homogeneous grouping for special attention.

In any case, it is to be remembered that the language arts area is only one part of the child's half day. The teachers will have to use their professional judgement in consultation with the principal to determine the best organizational plan for the children.

Since the amount of time directed toward this part of the kindergarten program is relatively limited, the emphasis should be on the oral aspects of beginning reading. This would probably include:

a wide variety of oral language activities

experience stories

chart activities

the direct teaching of words children show an interest in: color words, names, directions

phonics and letter names

possibly the use of ALL ABOUT ME

possibly the use of pre-primers

possibly the use of special beginning reading kits.

BEST COPY AVAILABLE

In exploring a vital program of enchanting experiences of all of the curriculum areas, it is hoped that the child will learn to experiment, observe, think and create. We believe that learning to play, work and synthesize will lead one to be a more self-reliant, responsible and contributing child.

Publications on curriculum are always eagerly sought by teachers. Those listed here are obtained at the principal's request on a Form 45 addressed to Inventory Control.

Developmental Activities for School Beginners	94-0494	Simple Readiness
The Green Thumb	94-5840	Sourcebook of Units
Kindergarten is Readiness	94-0510	Ten Months of Ideas
Kindergarten Readiness in Action	94-5535	Reading Readiness
Your Child and Kindergarten	94-0247	Manual for Parents

Kindergarten should and must remain a pleasurable entrance to school life, filled with social and cognitive experiences.

BEST COPY AVAILABLE

Issue	Subject Matter
1637	Christmas and Winter
2570	Finger Plays
1970	Classroom Controls
Our Children	(Afro-American Workshop)
Helping Children Develop Skills with Scissors	
Let's Teach Phonics ... NOW!	

Language Arts materials for kindergarten include the following:

Language Arts for Beginners

Ideal 270, Reading Readiness Charts

How About You?

You and Your Family

Kindergarten Science

Speech-to-Print Phonics

All About Me

Literature books are sent on a per school basis while kindergarten supplies -- materials for language, for manipulation, for reading readiness toys, recordings, rhythm instruments, and science and math equipment are provided through membership allocation allowing the teacher to be responsible for the selection of items from a list.

There is no one city-wide primary unit pattern workable in all situations. Teacher service, teacher strengthns, physical space, and time schedules all may vary. Assistance with any problem may be had by calling the Department of Early Childhood Education.

Kindergarten should and must remain a pleasurable entrance to school life, filled with social and cognitive experiences.

BEST COPY AVAILABLE

Language Arts in the Primary Unit

Primary Unit Reading Program

Emphasis is placed upon both comprehension and word attack skills with provisions for the practice needed by most pupils to acquire mastery of the following skills:

(1) a basic sight vocabulary

(2) the ability to attack words through the use of phonics context clues, structural analysis, configuration, and picture clues

(3) a wider meaning vocabulary

(4) the ability to comprehend and interpret reading material

(5) an interest in independent reading both recreational and informational

Objectives:
1. To teach the fundamental reading skills using the materials listed below.
2. To evaluate pupils' learning experiences.
3. To provide for pupils' continuous progress.

The development of reading and other language skills is the major academic emphasis in the student's primary unit years. Continuous progress in these skills by the individual student can be noted by recording student passage through a series of language arts skill progressions.

Successful completion of language skill progressions denotes an increasing competancy on the part of the children in the use and understanding of the basic skills of this area. The basic language materials in Detroit Schools are structured in ways which will promote this success. The satisfactory completion of one book and the assignment of another book provides a convenient point to indicate progress. However, the shift from one book to the next is only a mechanical or practical aspect of the continuous progress plan.

It is necessary that teachers thoroughly understand what skills are to be taught in each of the progressions. Teacher knowledge of the program of skill development will contribute to the individualization of instruction. She will be able to recognize which skills have been mastered in a certain progression and which skills need to be retaught and reinforced as the student moves along in the next progression.

The basic skills to be taught and learned in the primary unit language arts program are listed in this bulletin along with the materials which will assist the teacher in presenting them.

BEST COPY AVAILABLE

Overview of Reading Progressions		Activity or Basic Material
Prereading	- Progression A	General oral language development
Reading Readiness	- Progression B	Structured small or large group language experiences
Readiness for Reading	- Progression C	All About Me
Beginning Reading	- Progression D	Play with Jimmy, Fun with David, Laugh with Larry, A Day with Debbie, Four Seasons with Suzy
Reading	- Progression E	In the Big City, Sunny Days in the City
Reading	- Progression F	Friends in the City
Reading	- Progression G	Down City Streets
Reading	- Progression H	It Happened in the City
Reading	- Progression I	New Faces, New Places (Grade 3)

Movement Through the Primary Unit

Children in the primary unit should be grouped within the school and within the classroom in such a way as to expedite as rapid a movement through the progressions as is compatible with quality learning and instruction. Detroit children have the same individual differences in learning rate and style found in children everywhere. The nongraded philosophy facilitates administrative and curriculum adjustments to account for these differences among children.

This means that some children will master all of the skills incorporated in the adopted reading series during the three year Primary Unit. A few children will have sufficient skills to read from books which are used in grades 3 and 4 of the graded program. A third group may attain only a minimum goal which will include most of the word attack and comprehension skills found in the tenth book of the series, Down City Streets. It is entirely possible that some children will begin to read the very simple books in the kindergarten classroom. For others, this may occur after the kindergarten progression. A portion of our children may find it advisable to spend a fourth year in the Primary Unit before moving into grade three. This additional year will offer them more time to learn the skills essential for success in later grades.

Eliminating Traditional Grade Failure

Children should move through the program at a pace which challenges them without frustrating them. A well paced, well thought out instructional program forestalls the kind of failure which,in a traditional graded program, results in a child repeating a year's work or repeating an entire book.

After simple review, the child in September of the second or third year of the primary unit, begins work at the progression he had achieved the

BEST COPY AVAILABLE

previous June. It should not be necessary to have a child reread and rework materials to the point of dulling his enthusiasm and dissipating his interest in the reading program.

To facilitate communication between members of the school staff about pupil placement and progress, it is common practice to indicate the name of the book of progression in which the pupil is currently working satisfactorily. This general designation serves as a starting point for the teacher or the school but must be supplemented by knowledge of what skills are related to this point. In this way, the language program focuses on basic learning rather than on "book coverage."

Testing Program

Basal Reading -- Preprimer through 1st reader: oral reading and word recognition tests.

Second readers: oral reading, work recognition and end-of-unit comprehension tests.

Standardized Reading Achievement Test: California or Stanford Reading Achievement Test

Spelling:

Basic Goals in Spelling -- Book 2 is used as pupils begin the Second Readers. In some cases where the progress is not at an average pace children may start formal spelling if they are working successfully in the First Reader at about mid point.

Manuscript writing is begun during the first year beyond kindergarten; two spaces are used for each line of writing. In the second year after kindergarten, the single space is used for each line of writing.

BEST COPY AVAILABLE

PREREADING PROGRESSION A

Children begin to use environment in associations with people, art activities, musical experiences, games, play, language, science, and literature. In the area of language development, they:

1. Enjoy being read to.
2. Like simple short stories with colorful illustrations.
3. Are increasing their listening ability through language usage.
4. Ask many questions.
5. Talk more freely within groups.
6. Enjoy words with distinctive sounds, imitative sounds and nonsense words.
7. Sense the main idea of a given direction.
8. Recognize simple sequences.
9. Are aware of left and right directionality but have not mastered this.
10. Can perform simple likenesses and differences activities with colors, shapes, and objects.
11. Wish to write but effort is not sustained.
12. Understand labels like STORE, TICKET, etc.

BASIC MATERIALS AND TEACHER GUIDES

<u>You and Your Family</u>

<u>How About You?</u>

<u>Language Arts for Beginners</u>

<u>Developmental Activities for School Beginners</u>
(code: 94-0494)

READING READINESS PROGRESSION B

1. Interpret pictures and illustrations.
2. Listen attentively when interested.
3. Learn social speech.
4. Begin use of complex sentences.
5. Recall sequence of events.
6. Classify objects in relation to color, shapes, size, use.
7. Observe more closely likeness and difference in configuration; maybe also in words.
8. Hear rhymes and initial consonant sounds.
9. Relate to charts and experience stories.
10. Assimilate and recall directions.
11. Hear words that rhyme.
12. Master directional words: left, right, top, etc.
13. Dictate stories.
14. Recognize his name card.
15. Possibly manuscript own name.
16. Identify capital and small letters.
17. See word patterns.

BASIC MATERIALS AND TEACHER GUIDES

Ideal 270 Reading Readiness Chart

Speech-to-Print Phonics Kit

Let's Teach Phonics ... NOW! (code: 94-0528)

Kindergarten is Readiness (code: 94-0510)

Kindergarten Readiness in Action (code: 94-5535)

Picture Cards for Reading Readiness (code: 90-0142)

Experience Stories and Charts

READINESS FOR READING - PROGRESSION C

1. Use oral language well; speak in sentences.
2. Answer verbal questions and follow simple verbal directions.
3. Create a simple story from either actual experience or pictures.
4. Classify objects according to general categories.
5. Recognize likenesses and differences in shape, size, color, and words; observe relatively small details in these discriminations.
6. Perceive left-to-right and top-to-bottom progressions.
7. Recognize capital and small letters.
8. Has good general motor control of the larger muscles; ability to color, cut, and paste.
9. Has ability to listen to stories and enjoy them.
10. Perceive words that rhyme and begin alike.
11. Has ability to use ideas; think independently to solve simple problems.
12. Can recall happenings of previous days or weeks and can change present behavior through recall when necessary.

BASIC MATERIAL AND TEACHER GUIDES

All About Me - (prereading pupil book) (code:90-20-6035)

All About Me - (tchr. ed. code: 90-22-6043)

Speech-to-Print Phonics Kit (code: 22-4204)

On Their Own in Reading Readiness (code: 94-1302)

BEST COPY AVAILABLE

BEGINNING READING PROGRESSION D

Word Skills:

1. Perceive rhyming words in pictures, in words heard.
2. Perceive initial consonant sounds: l, d, f, b, p, s, w, m, h, c, t, r.

   In pictures

   In spoken words

   In printed words

   In words in spoken sentences
3. Perceive similarity of capitalized and small letter forms of words.
4. Perceive the similarity of print and manuscript forms of the same words.
5. Perceive the differences in the configuration of known words.
6. Perceive likenesses and differences in known words.
7. Recognize plural forms made by adding s to known words.
8. Use context clues.
9. Recognize instantly important sight words:

a	for	in	out	up
and	funny	it	red	want
big	go	like	run	we
can	green	look	said	with
come	help	me	stop	work
do	here	my	that	yellow
down	I	not	the	yes

Comprehension Skills:

1. Listen for fun and development; for information; to follow directions.
2. Identify inferences from pictures and text.
3. Draw conclusions from pictures and text.
4. Recall events in sequence.

5. Read for main ideas.

6. Read for details.

7. Recognize phrases as units of meaning.

BASIC MATERIALS AND TEACHER GUIDES

Play with Jimmy (code: 90-22-0236)

Fun with David (code: 90-21-4692)

Laugh with Larry (code: 90-21-7463)

A Day with Debbie (code: 90-21-2792)

Four Seasons with Suzy (code: 90-21-4791)

Play with Jimmy, Fun with David, Laugh with Larry (tchr. ed. - code: 90-22-0244)

A Day with Debbie (tchr. ed. - code: 90-21-3868)

Four Seasons with Suzy (tchr. ed. - code: 90-21-4890)

Activities Book 1 (code: 90-22-9880)

Activities Book 2 (code: 90-22-9914)

Speech-to-Print Phonics Kit (code: 22-4204)

BEST COPY AVAILABLE

READING PROGRESSION E

Word Skills:

1. Perceive initial consonant sounds: n, g, y, s, p.
2. Perceive final consonant sounds: l, t, d, n, s, r, p.
3. Perceive medial consonant sounds: d, t, r, g, n.
4. Perceive consonant blend st in initial and final position.
5. Perceive diagraphs in initial and/or final positions: th, wh.
6. Add an initial consonant to known words to form new words.
7. Substitute the initial consonant or consonant blend of known words to form new words.
8. Perceive the possessive form of nouns when 's is added.
9. Perceive root words and variants.
10. Perceive word opposites.
11. Form new words by substituting the final consonant of known words.
12. Use punctuation in reading.
13. Alphabetize words by first letter.
14. Recognize instantly important sight words:

In the Big City				Sunny Days in the City			
are	he	on	will	after	call	new	some
away	it	put	yes	all	came	old	take
did	let	this		am	fast	one	then
eat	make	what		ate	into	open	they
good	now	where		be	know	please	walked
				brown	laughed	ran	went
				but	may	say	your

Comprehension Skills:

1. Anticipate outcomes of what is read.
2. Draw reaonable conclusions from what is read.
3. Find specific quotations in the text, naming speakers, telling why said.
4. Show increasing power in interpretative oral reading.

5. Find the main ideas of a story.

6. Locate in the text answers to specific questions.

7. Classify pictures and words.

8. Follow written directions.

BASIC MATERIALS AND TEACHER GUIDES

In the Big City (code: 90-21-6440)

Sunny Days in the City (code: 90-22-8148)

In the Big City and Sunny Days in the City (tchr.ed. code: 90-21-6507)

Activities Book 3 (code: 90-22-9922)

Speech-to-Print Phonics Kit (code: 22-4204)

Word-Study Charts (published by Ginn)

READING PROGRESSION F

Word Skills

1. Perceive initial consonant sounds: h, j.
2. Perceive final consonant sounds: m, h.
3. Perceive medial consonant sounds: l, r, m, g (hard), b.
4. Perceive that two consonant letters may represent one sound: c and k.
5. Perceive consonant digraphs in the initial position: sh, ch.
6. Perceive consonant digraph ch in final positions.
7. Perceive consonant digraph th (voiced) in the medial position.
8. Perceive the sounds represented by the consonant blends: bl, cl, gl, fl, pl, sl, br, gr, tr.
9. Perceive words ending with double consonants.
10. Understand the formation of plurals by adding es.
11. Understand the use of er and est to form comparatives.
12. Understand the concept that some verbs double the final consonant before adding ing.
13. Identify the suffix er as a meaning unit of nouns.
14. Understand that the final e is dropped before adding er.
15. Understand the meaning of abbreviations.
16. Perceive the titles: Miss, Mrs., and Mr.
17. Substitute ch and th as the initial sound to form new words.
18. Use structural analysis in identifying compound words.
19. Perceive the long vowel sounds: a, e, i, o.
20. Understand contractions.

BEST COPY AVAILABLE

21. Recognize instantly important sight words:

about	blue	first	him	looking	show	today
again	buy	fly	his	must	sit	two
an	can't	found	how	never	so	under
any	carry	from	I'll	no	someone	use
anything	coming	getting	I'm	of	soon	very
around	could	give	if	opened	start	walked
as	didn't	going	it's	our	tell	were
asked	don't	got	jumped	over	thank	when
before	fall	had	just	pretty	them	white
best	faster	has	let's	read	there	who
bigger	find	her	light	running	think	would

Comprehension Skills:

1. Readiness for alphabetizing and use of beginning dictionary.
2. Note and recall details in story.
3. Perceive cause and effect relationships.
4. Interpret implied ideas.
5. Follow the sequence of events in a story.
6. Ability to skim a page to locate a passage.
7. Ability to handle a newspaper correctly.

BASIC MATERIALS AND TEACHER GUIDES

Friends in the City (code: 90-21-4908)

Friends in the City (tchr. ed. code: 90-21-5053)

Activities Book 4 (code: 90-22-9930)

Word-Study Charts (published by Ginn)

READING PROGRESSION G

Word Skills:

1. Perceive initial consonant sounds: y, z.
2. Perceive the soft and hard sounds of c.
3. Perceive the sound ck represents in medial and final positions.
4. Perceive that initial k is silent in some words.
5. Perceive that a word may have one or more silent letters.
6. Perceive that two letters may represent one sound: s and c.
7. Perceive the sound of ng in the final position.
8. Perceive the sounds of the consonant blends: sn, fr, cr, sp, sn.
9. Perceive the long vowel sound of u.
10. Perceive the short vowel sounds: a, e, i, o, u.
11. Understand that the letter y at the end of a one-syllable word usually has the sound on long i.
12. Understand that the final y in a word often has the sound of long e.
13. Understand that words often have multiple meanings.
14. Understand that words have synonyms.
15. Associate a word with its definition.
16. Use of participles and past tense of verbs.
17. Use of verbs in comparative and superlative degree.
18. Recognize instantly important sight words:

answer	done	kind	only	their	won't
ask	every	live	or	three	
because	far	long	pick	through	
bring	five	made	right	too	
by	four	many	say	wait	
call	isn't	much	that's	while	

BEST COPY AVAILABLE

Comprehension Skills:

1. Comprehend and follow written directions.
2. Understand figurative speech.
3. Form sensory images and note the emotional reaction of story characters.
4. Exhibit oral language skills through dramatization of story selections.
5. Recall the details and sequence of events in a story.
6. Distinguish the real and the fanciful; relevant and irrelevent.
7. Perceive cause and effect relationships.
8. Anticipate outcomes and draw conclusions.
9. Engage in critical reading.
10. Realize that the meaning of many words may vary with the context in which they appear.
11. Summarize information.

BASIC MATERIALS AND TEACHER GUIDES

Down City Streets (code: 90-21-4007)

Down City Streets (tchr. ed. code: 90-21-4015)

Activities Book 5 (code: 90-22-9948)

Consonant Kit B (published by Ginn)

Word-Study Charts (published by Ginn)

READING PROGRESSION H

Word Skills:

1. Recognize the long and short sounds of a, e, i, o, and u.
2. Understand the concept that when two vowels are together in a word, the first vowel usually has the long sound and the second is silent.
3. Recognize homonyms.
4. Recognize the soft sound of g.
5. Distinguish the two meanings of the suffix: er.
6. Recognize the sound of oo as in moon, book.
7. Recognize pronouns that end in self.
8. Recognize the final and medial sounds of z.
9. Recognize the suffices: ly, ful.
10. Identify singular and plural possessives.
11. Recognize the sounds represented by the blends: sl, pr, qu, squ.
12. Understand the result of vowel substitution in one-syllable words.
13. Recognize variants composed of a known root word and two affixes.
14. Understand the comparative and superlative degrees of adjectives.
15. Alphabetize words by the first two letters.
16. Recognize instantly important sight words:

answered	both	couldn't	ever	kept	past	remember
against	bought	cut	gave	lose	pull	such
always	caught	early	goes	most	practice	these
arn't	close	else	hold	myself	push	well
better	cold	enough	hot	once	quietly	wouldn't
						you're

Comprehension Skills:

1. Secure information: answer questions about details in the story; complete statements about details in the story.
2. Name, list, or describe specific facts in the story.
3. Recognize main ideas and purposes.

BEST COPY AVAILABLE

4. Understand specific inferences.

5. Arrange related ideas in logical sequence.

6. Classify related details.

7. Reference skills: easy dictionary, table of contents, vocabulary list, logistics (when, where) of story.

8. Draw conclusions and make generalizations.

9. Recognize implications.

10. Give reasons and evidence to support personal opinions related to the story.

11. Relate story to personal experiences.

BASIC MATERIALS AND TEACHER GUIDES

It Happened in the City (code: 90-21-6523)

It Happened in the City (tchr. ed. code: 90-21-6531)

Activities Book 6 (code: 90-22-9955)

Word-Study Charts (published by Ginn)

READING PROGRESSION I

Word Skills:

1. Perceive the consonant blends: tw, sc, sk, scr, spr, str.
2. Distinguish the sounds of long and short vowels: i, e, o, a.
3. Identify the four sounds of a; different sounds of final y.
4. Recognize that r following a vowel gives it a specific sound.
5. Perceive syllables in spoken words.
6. Recognize that a word contains as many syllables as it has vowel sounds.
7. Understand the diacritical marks for long and short vowels and accented syllables in words.
8. Understand the changing of y to i before adding ly to a word.
9. Recognize past and present tense.
10. Recognize comparative and superlative forms of known words.
11. Recognize synonyms and antonyms.
12. Use context clues and phonetic clues to unlock words.
13. Classify words; identify categories in a classification.
14. Locate words in an alphabetical list.
15. Alphabetize to the third letter.
16. Recognize that words have multiple meanings.
17. Recognize instantly important sight words:

above	earlier	proud	toward
alone	earned	quickly	using
already	great	real	wasn't
believe	half	since	what's
brought	heavy	strength	wondered
careless	haunted	sudden	worry
closest	learned	sure	straight
cost	nearly	stuff	
dare	often	timid	
does	own	threw	

Comprehension Skills:

1. Give and follow clear, sequential oral directions.
2. Carefully follow written directions.
3. Use glossary, dictionary, and reference materials for additional information and understanding.
4. Skim a selection and locate specific portions to support ideas or generalizations.
5. Organize facts and ideas.
6. Visual imagery and imagination.
7. Interpret the emotional reactions of story and story characters.
8. Evaluate story characters and events.
9. Comparison: of stories; traits of story characters; use of similes.
10. Understand different points of view.
11. Recognize that an idea can be expressed in different ways.
12. Summarize facts and draw conclusions.
13. Think logically in solving problems.

BASIC MATERIALS AND TEACHER GUIDES

New Faces, New Places (code: 90-21-9055)

New Faces, New Places (tchr. ed. code: 90-21-9063)

Word-Study Charts (published by Ginn)

Dictionary

BEST COPY AVAILABLE

Mathematics in the Primary Unit

I. Philosophy

Never has a generation of elementary pupils had a greater need for enjoyable, understandable, and worthwhile experiences in mathematics. The advent of computers, automation, and other technological advances is making it necessary for children to develop a facility in mathematics far superior to that possessed by their parents.

Not only must children have mastery of the mathematical skills required in today's complex world, but they must be prepared to extend these skills and interpret mathematical developments as their contemporary society continues to expand. Only with a thorough understanding of their experiences as they progress through a study of mathematics will children develop a solid foundation upon which they can continue to build, and thus be prepared for the divergent demands of tomorrow.

A desire to become fluent in mathematics does not happen by accident. The seed is planted by the Primary Unit teacher and nurtured by succeeding teachers of mathematics. Irreparable damage may occur anywhere in the chain if a teacher infects a class with an indifference, if not a dislike, for mathematics. The nation can ill afford to have the negative attitude, that many adults have toward mathematics, implanted in a generation where nine out of ten people will make their living in industries that require some training in mathematics. The building of a strong, positive attitude toward mathematics from the very beginning is of paramount importance. The children who enjoy and are motivated by a subject will relish a challenging assignment and ask for more.

In former years, arithmetic courses required that children commit to memory a vast number of rules for handling numbers. These traditionally trained pupils encountered their first "rules" immediately upon leaving the kindergarten and continued to accumulate an attic full of rules as they progressed through the grades. Far too many children abandoned mathematics mentally as a lost cause long before they were allowed physically to say "amen" to their last course.

Two distinct weaknesses existed throughout traditional arithmetic and mathematics instruction. In the first place, little regard was given to showing the interrelationships of the multitude of "rules" and, secondly, lip service was the only recognition given to the fact that young children need to advance slowly from using real objects to operating with abstract concepts. The modern program in mathematics offered in the Detroit Schools from K-12 is designed to eliminate these two shortcomings. It is the Primary Unit teacher who will initiate the implementation of this program.

BEST COPY AVAILABLE

As unusual as it may seem, all of the "rules" of numbers can be reduced to eleven simple ideas. Those that are introduced in the Primary Unit are reinforced and developed in greater depth throughout a child's education in mathematics. Students no longer treat mathematical systems dealing with whole numbers, fractional numbers (fractions, decimals, per cents), and other more exotic numbers as separate, unrelated entities but find that there is a framework to the set of whole numbers that has frequent application through advanced college mathematics. The removal of extraneous foliage and an examination of the basic structure of mathematics enables children to maintain a firm grasp on the connecting threads as they mature mathematically.

In regard to the high level of concreteness necessary for Primary Unit children to internalize abstract concepts, recent research in learning has emphasized the importance of planning early elementary experiences that assist pupils in developing all their perceptual abilities. Learning that must rely on children relating what they hear with what they see may be beyond the capabilities of many youngsters. Many children may only be able to assimilate experiences through the additional sense of touch. The objects that pupils manipulate themselves may prove to be the most successful form of teaching for the more immature children.

In summary, the Primary Unit Mathematics Program -- indeed the K-12 mathematics program -- has three main goals.

1. To motivate pupils in developing a positive attitude toward mathematics.

2. To assist pupils in understanding basic mathematics concepts.

3. To orient pupils in developing basic mathematical skills meaningfully.

II. Objectives

A. Number readiness

To provide experiences that enable the child to:

1. Recognize the characteristics of color, shape, size, thickness, etc.

2. Classify objects according to one or more characteristics.

3. Arrange in order (large to small, short to tall) by height, width, weight, etc.

BEST COPY AVAILABLE

B. Number meaning

To provide situations that help the child to:

1. Recognize and form sets.
2. Enlarge or decrease a set.
3. Illustrate one-to-one correspondence.
4. Compare many-to-one correspondence with one-to-many correspondence.
5. Recognize the number property (How many members?) of a set.
6. Establish the "greater than" and "less than" relations.
7. Recognize simple number patterns.
8. Establish ordinal position.
9. Recognize constancy of quantity regardless of arrangement.

C. Operations on number

To provide experiences that enable the child to:

1. Develop the concept of addition based on the facts of 0 + 0 through 9 + 9.
2. Understand that subtraction reverses the effect of addition using the facts of 0 - 0 through 18 - 9.
3. Understanding that the decimal system of numeration uses place value and to illustrate this concept by chainging ones to tens, tens to hundreds and tens to ones, hundreds to tens.
4. Illustrate that there are many names for the same number.
5. Demonstrate the concepts of the commutative and associative laws of addition.
6. Formulate and solve simple mathematical sentences.

D. Informal Geometry

To provide experiences that assist the child to:

1. Locate or draw examples of geometric points and lines.
2. Recognize circles, triangles, squares, and rectanges.

E. Measurement

To provide situations that allow the child to:

1. Develop the concept of a standard unit of measure.

2. Experience situations using the simple units of time, length, capacity, and money.

III. Guides

Although the Primary Unit Mathematics Guide is out of print, reprints of a variety of articles that have appeared in PRIMARY FOCUS are available to assist teachers in scheduling, planning, and making materials.

IV. Basic Teaching Materials

Developing Pre-Number Ideas (Holt, Rinehart and Winston, Inc.) Text
Developing Pre-Number Ideas, Teacher's Edition

Let's Begin, Charts
Let's Begin, Teacher's Edition (code: 05-0914)

One by One, Text (code: 05-1078)
One by One, Teacher's Edition (code: 05-1086)

Two by Two, Text (code: 05-1250)
Two by Two, Teacher's Edition (code: 05-1268)

Note: Cardboard or plastic counters, drinking straws, jumbo pipe cleaners, assorted felt pieces, wooden kindergarten beads must be available to allow the children to experience mathematics actively.

V. Supplementary Teaching Materials - (Pupil-Teacher Supply List Funding on Annual Requisition Time)

Item	Code
Desk Tape Number Line 0-10	57-6215
Desk Tape Number Line 0-20	57-6223
Number Line Pad - Scaled and unnumbered	90-1256
Number Line Pad - Whole Number 0-13	90-1264
Number Line Pad - Whole Number 0-28	90-1298
Plastic Coated Number Line	57-6249
Plastic Numerals	57-6306

BEST COPY AVAILABLE

Item		Code
Peg Numerals		57-6314
Pegboard		57-6653
(This board must be ordered with the Pegboard Discovery Sheets)		57-6632
Jumbo Pipe Cleaners		57-6694
12" Cardboard Ruler (1 in scale)		57-7478
Set and Number Activity Kit		57-7569
Plastic Spoons		75-7484
100 Number Square Pads (small)		90-1173
100 Number Square Pads (large)		90-1215
12 x 12 Number Square Pad, small		90-1249
12 x 12 Number Square Pad, large		90-1231
Colored Sticks		51-8195
Rubber Stamp, Clock Face		57-8088
Teach-a-Coin		57-8609
Round Red Cardboard Counters		57-8716
Wool Yarn	57-9706 --	57-9730

Any of the following manipulative aids could be added to the basic program because the present trend is toward discovery experiences:

Item		Code
Arithmesticks		75-0117
Large Colored Wooden Beads		75-0356
Bead Frames		57-0507
Cubical Blocks		57-0630
Parquetry Blocks		75-0547
Abstract Symbol Cards (1-100)		57-0853
Abstract Symbol Cards (101-200)		57-0861
Beaded Number Cards		57-1174
Cross Number Puzzle (basic)		57-1190
Large Type Number Cards		57-1216
Number Perception Cards		57-1026
Partial Counting Cards		57-1133
Pegboard Discovery Guides		57-1224
Pictorial Group Recognition Cards		57-1141
Picture Symbol Cards		75-0950
One Hundred Number Charts		57-1257
Clothespins		75-2014
Colored Rods and Manual		57-1315
Geometric Construction Kit		57-1463
Plastic Popit Beads	(20 counter)	57-1646
Strip of 10 dots	(100 counter)	57-1653
Pad of clock faces		75-3145
Felt Numbers		57-3444
Holiday Primary Felt Cut-Outs		57-3881

Item	Code
Set and Number Kit of Felt Pieces	57-3915
Quizmo - Addition and Subtraction Game	57-4152
Quizmo - Tell Time Game	57-4178
*Magnetic Counting Discs	57-5316
*Magnetic Numerals	57-5324
*Magnetic Primary Counting Shapes	57-5332

For a detailed description and picture of each of the above items, see Mathematic Learning Aids, Publication 5-106 Tch Detroit Board of Education.

*Note: Use the side of the two or four drawer file cabinets as a magnetic board.

BEST COPY AVAILABLE

Science in the Primary Unit

I. Philosophy

Science at the primary level can awaken the child's interests in both the natural and physical environment. It can provide many opportunities to explore this environment with all of his senses.

The science program should be characterized by learner involvement with the materials of science. By means of carefully planned learning experiences, materials are examined, investigated and manipulated by assisting the teacher, by working cooperatively in groups or by working independently. The kind of involvement will vary depending upon the nature of the materials and upon the objectives to be achieved.

By being directly involved in manipulative experiences, the child can develop skill in observing, investigating, hypothesizing, and inferring. At the same time, the child acquires simple content understandings which he can verbalize by means of the specialized vocabulary of science.

The science charts used in kindergarten and the textbooks used in the first and second year beyond kindergarten are but several of the many resources available for the teaching of science. These should serve as sources of stimulation for lessons, as means of drawing upon children's past experiences, as guides for making observations and performing investigations, and as means of summarizing and evaluating children's learnings.

A science program which depends solely upon looking at pictures and reading words will at best be inadequate. It is most important that all of the activities suggested by the charts or in the textbooks be carried on in the classroom to provide for maximal learning in science by the children.

II. Objectives

To teach simple science concepts in an organized, sequential manner.

To present opportunities for development of skills in the processes of science through manipulation.

To enrich vocabulary by the presentation of science words in association with concrete experiences.

To provide experiences which will enhance learning of other subject areas, mathematics, language arts, art, music, etc.

To facilitate socialization through activities which foster cooperative group efforts.

III. Guides

Science Curriculum Guide, Primary Unit.

IV. Basic Teaching Materials

Kindergarten Science Charts (D.C. Heath and Co.)
Teacher's Guide, Kindergarten Science Charts.

Concepts in Science 1, Text (code: 06-0038)
Concepts in Science 1, Teacher Edition (code: 06-0046)
Concepts in Science Classroom Laboratory*

Concepts in Science 2, Text (code: 06-0053)
Concepts in Science 2, Teacher Edition (code: 06-0061)
Concepts in Science 2, Classroom Laboratory*

V. Supplementary Teaching Materials

Trade books available from school libraries

Supplies and equipment available by annual requisitions: (Science Supplies-Primary Unit; Science Equipment-Primary Unit; Science Supplies (Bulbs - October) Elementary Unit; Science Supplies (Seeds-December) Elementary Unit.) These requisitions are provided by school offices in May of each school year.

Audio-Visual Aids available from Audiovisual Library (see current catalogues)

Pictures, Charts, and Specimens available from Children's Museum (see current catalogues)

Television programs presented by Educational Broadcasting (see current schedules)

*In schools, one Kit per four classrooms. Not essential since all basic supplies can be ordered on the annual requisitions listed under V above.

BEST COPY AVAILABLE

Social Studies in the Primary Unit

Social Studies is a study of human beings and their relationships with each other and with their environment. It explains why people act and react and interact as they do. It helps children understand the roles people play and the interdependencies that exist among them. Social studies helps children understand the organization and the purposes of people who live in social groups. It helps them understand the working of the social institutions people have created. It leads to attitudes of respect and appreciation for other persons, groups, institutions, and cultures as children begin to understand their functions and interrelationships. It fosters in children a sense of responsibility toward the group of which they are a part as they begin to grasp their own roles within the group.

In the primary years certain specific concepts are to be developed. These are taken from sociology, economics, geography, history, political science, anthropology and from current events. These concepts include -

The ability to identify the relationships among members of two- and three-generation families

The ability to identify appropriate roles to be carried out by family members

The ability to identify the specific interdependencies that exist among members of the groups of which the pupils are a part, and how the quality of each one's behavior affects all other members

The ability to identify the needs common to all people

The ability to identify a number of variations in people's ways of meeting their needs caused by differences in their environment of their cultures

The ability to establish some appropriate priorities in meeting needs

The ability to determine and to differentiate between producers and consumers of goods and services

The ability to identify certain responsibilities of producers and of consumers

The ability to explain how goods and services are obtained or exchanged

The ability to demonstrate or illustrate division of labor

The ability to identify and describe the importance of specific services needed by various types of communities

The ability to explain or demonstrate how symbols on a map represent real things on the earth

BEST COPY AVAILABLE

The ability to translate symbols on a map to the real things they stand for

The ability to use the designations north, south, east, and west on a map to correctly position a map in terms of those directions

The ability to determine and use the cardinal directions, north, south, east, and west to describe relationships of actual places on the earth, to describe physical movement, and to describe the relationships among places shown on a map

The ability to correctly use the terms "nearer to" or "farther from" to describe the relationships among objects or places

The ability to locate North America, the United States, Michigan, and Detroit on appropriate maps

The ability to make a relatively accurate simple map of an observable situation, indicating on a map key or legend the symbolism used

It is essential that these concepts be carefully and conscientiously developed in the Primary years because they are the foundation stores and the building blocks of other understandings.

In the learning of the relationships among people, children acquire and strengthen through use skills in reading, discussing, analyzing, interpreting, and generalizing. These are social studies skills they will need throughout life to analyze and understand the world in which they live.

Teaching Procedures in Social Studies

Units of Study

The social studies program of instruction is divided into units. A unit deals with a major topic and significant objectives around which content, materials, and activities are organized to develop common learning experiences, to extend learnings through the use of supplementary materials, to see interrelationships and to make generalizations.

A detailed explanation of the planning of a unit is included in the bulletin, A Guide in Social Studies, Primary Unit.

Instructional Materials

Textbooks are used in the primary unit. Many supplementary materials, such as picture packets, supplementary books, maps, and globes are also used.

BEST COPY AVAILABLE

Teacher's Guides

Severa; types of teacher's aides are available:

I. A Guide in Social Studies - Primary Unit is a bulletin prepared by the Department of Social Studies. It lists units of study, textbooks, and supplementary materials. It gives suggestions for the effective use of all the materials, textbooks, and supplementary materials within each of the units.

II. Teacher's editions of the textbooks include unit and daily plans listing concepts to be developed, procedures to be followed for developing the lesson, discussion questions, enrichment activities, summary questions, and evaluation techniques.

III. Teacher's manuals that accompany supplementary materials contain suggestions for procedures to follow to help pupils analyze and interpret the information they obtain from the use of the materials.

Program of Study

Primary Unit - First Year - The Home, School, and the Community in the Local Area and in Other Parts of the World.

A. Objectives

1. Understandings

a. To understand that families, schools, and communities have developed to help people meet their basic needs and wants.

b. To understand the role of all members in the social groups of which the pupils are a part.

c. To see the interrelationships among members of these groups.

d. To see the relationship between each member fulfilling his responsibilities and the welfare of the total group.

e. To learn that families, schools, and communities exist throughout the world that these institutions and organizations in various ways, help people meet their basic needs.

f. To understand that needs are met differently because of culture patterns, geographical location, and technological development.

2. Skills

a. To be able to participate in a meaningful discussion by listening, speaking purposefully, and expressing ideas.

b. To be able to use textbocks, and supplementary materials to analyze, locate, extract and interpret information.

c. To be able to use maps and globes to note directions, to locate places, to compute distance, to express relative location, to read map and globe symbols, to make comparisons, and to make inferences.

B. Textbooks and Units of Study

Two textbooks are used the first year of the Primary Unit. The units of study are related to those developed in the textbocks.

1. Text - People At Home - first half of first year

2. Units -

Unit I	-	People and Homes	4 weeks
Unit II	-	Work and Play	8 weeks
Unit III	-	Maps and Globes	2 weeks
Unit IV	-	People in West Africa	3 weeks
Unit V	-	Our Country	1 week

3. Text - Families and Social Needs - second half of first year

4. Units -

Unit I	-	Families in Our Country	2 weeks
Unit II	-	Where Families Live	10 weeks
Unit III	-	Maps and Globes	2 weeks
Unit IV	-	Families in Other Lands	1 week
Unit V	-	Houses in Other Lands	1 week
Unit VI	-	Schools in Our Country	1 week
Unit VII	-	Schools in Other Lands	1 week
Unit VIII	-	Our Country	2 weeks

C. Textbooks Use Inquiry Method

The texts, People At Home and Families and Social Needs, incorporate the inquiry method into the textual content by:

1. Presenting a problem through putting the lesson title in question form.

BEST COPY AVAILABLE

2. Presenting information so that data can be collected to answer the question through

   a. photographs or drawings
   b. statements of facts
   c. charts and graphs
   d. maps

3. Providing for analysis of the data.

4. Stimulating reflective thinking through thought-provoking questions.

5. Providing opportunities for analysis and interpretation of the data to make generalizations.

D. Supplementary Materials

Urban Education Studies - Pictorial Albums
Families At Work - Our Working World Series - book and records
Filmstrip - How Big Is a Penny?
Picture packets:

Earth Home of People
Living in Kenya
Living in Japan
Living in France
Thanksgiving Day
Arbor Day
Columbus Day
Washington's Birthday
Lincoln's Birthday
Words and Action

II. Primary Unit - Second Year - Community and Community Helpers

A. Objectives

1. Understandings

a. To analyze various types of communities from the standpoint of functions, differences and similarities.

b. To understand that all communities have similar basic needs.

c. To understand how basic needs are met in differing communities.

d. To understand the interdependencies and the interrelationships that exist among the people of each community and among communities.

e. To understand the effect of differing physical environments and different cultural environments on communities.

B. Textbooks

There are four textbooks currently approved from which teachers may select for instruction in the second year of study. Each text approaches the general subject in a way markedly different from the other three. These different approaches imply different teaching procedures. Within each procedure, however, pupils should be encouraged to use the text as a resource tool to locate specific information pertaining to a given topic.

The texts and their units of study are:

COMMUNITIES AT HOME AND ABROAD

Our Community
The Eskimos of Northern Alaska
The Aborigines of Australia

AMERICAN COMMUNITIES

A Steel-Making Community: Pittsburgh, Pennsylvania
A Forest Products Community: Crossett, Arkansas
A Rural Community: Webster City, Iowa
An Apple-Growing Community, Yakima, Washington
An Historical Community: Williamsburg, Virginia
A Military Community: Fort Bragg, North Carolina

Communities at Home and Abroad includes three books, Our Community, The Eskimos of Northern Alaska and the Aborigines of Central Australia. Sets of both titles may be purchased, however, and shared among the classrooms involved.

American Communities: includes six booklets, each focusing on a specific type of community; one industrial community, A Steel-Making Community: Pittsburgh, Pennsylvania: three agricultural communities, A Forest Products Community: Crossett Arkansas, A Rural Community: Webster City, Iowa, and An Apple-Growing Community: Yakima, Washington: and two special services communities, An Historical Community: Williamsburg, Virginia, and A Military Community: Fort Bragg, North Carolina.

Schools selecting the series are advised to indicate for purchase sets of at least one title in each category. Sets of all of the titles may be purchased, however, and shared among the classrooms involved.

Using an inquiry approach, with basic material presented in both written and pictured form, the series encourages pupils to find information and to develop answers to these basic questions about varying communities:

BEST COPY AVAILABLE

Where is it? What does it look like? What kinds of weather does it have? What kinds of people live there? What kinds of houses do the people have? What food do they eat? What religions do they have? What work do they do? How do children learn? How do people have fun? What rules and government does the community have? Is the community changing?

In the answering of these questions, pupils learn both social science skills and basic information in the social science areas of geography, anthropology, sociology, economics, political science and history.

Format of the series:

The basic, Our Community, begins with a chapter providing a geographic definition of where communities in the United States are located - on the earth, on a continent, nearer to or farther from the North Pole, near to or far from an ocean, in a country, in a state, among many or few people, in a specific type of natural environment. Material is presented in both written and pictured form. Questions requiring observing, thinking, analyzing, and discussing the material presented, and linking it to what pupils already know, are a part of the context. The remaining chapters provide instruction in how to examine various communities in the United States, and to arrive at generalized summary understandings about these communities. Using these experiences as guides, pupils are helped to develop similar understandings about their own community. The Eskimos of Northern Alaska and The Aborigines of Australia provide pupils with an opportunity to use their skills and knowledge in studying less technologically developed communities, where the interrelationships and interdependencies among the people may be more obvious and easier to identify. The six books on specific American communities provide opportunities to further develop pupils' skills and understanding in the study of three different types of communities in the United States.

Each classroom should have a set of Our Community.

Sets of the remaining titles may be shared among classrooms. Each classroom should have access to sets of four titles, one less technical community, one industrial community, one agricultural community, and one special service community.

Units

COMMUNITIES AT HOME AND ABROAD

Book 1 - Our Community

Unit 1 - Where Do We Live?
Unit 2 - Learning About a Community

BEST COPY AVAILABLE

Unit 3 - The Areas in a Community
Unit 4 - People in Your Community
Unit 5 - Governing the Community
Resources for Book 1

Book 2 - Aborigines of Central Australia

Unit 1 - Learning More About the Earth
Unit 2 - The Earth and the Sun
Unit 3 - The Georgraphy of Australia
Unit 4 - Some Plants and Animals of Australia
Unit 5 - The Aborigines
Unit 6 - Tools and Food of the Aborigines
Unit 7 - The Aboriginal Way of Life
Unit 8 - Aborigines Today
Resources for Book 2

Book 3 - The Eskimos of Northern Alaska

Unit 1 - The Eskimos of Northern Alaska

More About the Earth and Sun
Alaska - Our Biggest State
North to Barrow
Some Animals of the Arctic
The Eskimos-People of the Tundra
A Year on the Tundra Long Ago
How the Eskimos Live Today

Resources for Book 3
Unit 2 - Review

The Earth and the Sun
Three Communities

AMERICAN COMMUNITIES

Book 1 - An Historical Community: Williamsburg, Virginia

Unit 1 - Looking Ahead
Learning About communities in the United States
Unit 2 - An Historical Community: Williamsburg, Virginia
Unit 3 - A Great American: Thomas Jefferson

Thomas Leaves Home
A Fiddle in the Palace
A New Country

Book 2 - A Military Community: Fort Bragg, North Carolina

Book 3 - An Apple-Growing Community: Yakima, Washington

BEST COPY AVAILABLE

Book 4 - A Forest-Products Community: Crossett, Arkansas

Book 5 - A Steel-Making Community: Pittsburgh, Pennsylvania

Book 6 - A Rural Community: Webster City, Iowa

Unit 1 - A Rural Community: Webster City, Iowa
Unit 2 - Another Great American: Cyrus McCormick

GREENFIELD AND FAR AWAY

Greenfield and Far Away uses the written text and illustrative pictures, combined with questions designed to stimulate discussion, to develop in pupils understandings of the interrelationships among people within a community. The basic setting is Greenfield, a small, integrated, city. In the concluding unit of the text, aspects of living in Greenfield are contrasted with aspects of lising on a western ranch and a ranch in Argentina, in a fishing town in New England and a fishing town in Portugal, and in a large American city, Detroit, and a large Japanese city, Tokyo.

Within the five units centered on Greenfield, the material included is de signed to develop in pupils concepts of -

Themselves as members of a human family with differences and similarities; as Americans who live in a specific geographical area of the United States.

The ways people earn money by providing goods and services; the interdependence within communities.

The ways in which a community provides for health and safety services to its members, the use of tax money; interdependence of people as they depend on these services.

The role of transportation and communication in community growth and maintenance.

The relationship between economic factors and growth and change in a community; the use of a town meeting to solve problems as a community grows.

The format of the book includes:

Six units, each of which contains a presentation of basic information in written and pictured form; material designed to promote discovery and discussion through inquiry; material designed to stimulate contrasting and comparing.

Pictures accompanying and illustrating each page of written text.

Maps and picture maps.

BEST COPY AVAILABLE

Unit 1 - Our Place on the Earth
Unit 2 - Main Street in Greenfield
Unit 3 - Keeping Well and Safe
Unit 4 - Transportation and Communication
Unit 5 - Greenfield Grows
Unit 6 - Living in Other Places

INVESTIGATING MAN'S WORLD: LOCAL STUDIES

Investigating Man's World: Local Studies uses an inquiry approach, based on information presented in the written text and in pictures, to develop knowledge, insight, and understanding of a variety of communities in the United States and in other countries, and to make comparisons and contrasts between the communities described and the pupils' own communities.

After the introductory material prepared to build these basic concepts, the text includes units designed to develop knowledge and understanding about -

Physical Geography - the earth as a sphere; the location of continents and oceans; natural features of the earth's surface; the relationship between weather and growth of vegetation.

Human Geography - how people use the land on which they live; the relationship between man-made features and the natural features of the earth; the relationships among features made by people. The use of symbols to represent real things on a map is introduced.

Economics - people in the roles of consumers and producers; specialization, division of labor, and interdependence; choices to be made in terms of needs, wants, and available resources; production of goods and services.

Political Science - government and democratic processes in local communities; the choosing of leaders; the making of laws; citizen and government responsibility; taxes, government's use of limited resources; values and justice.

Anthropology and Sociology - people living in groups; the roles of people in groups; the types of groups of which people are a part; the roles of groups in society.

History - change as an inevitable part of people's history and growth; chronology in change; people change things; things change people.

The text contains material to encourage the development of recognition of the similarities among people around the world - in the United States, Brazil, Norway, Turkey, Tanzania, India, Australia, and France.

BEST COPY AVAILABLE

Unit 1 - People in Local Communities
What is in a Neighborhood?
What is in a Local Community?
Unit 2 - Natural Features
Where do People Live?
What is the Earth Like?
Unit 3 - Man-Made Features
Why do People Need Land?
How do People Use the Land?
Why do People Make Maps of the Land?
Unit 4 - Production
Can People Have all the Things They Want?
How do People Get What They Want?
Unit 5 - Government
Are Rules Needed in Local Communities?
What Other Things are Needed?
Unit 6 - Ways of Living
Do People Live and Work Together?
Why do People Live and Work in Groups?
Unit 7 - History
Do Neighborhoods Change?
How do Local Communities Change?
Unit 8 - Foreign Studies - France
What do People in France Need?
Why do French People Live in Communities?

IN THE NEIGHBORHOOD

Unit 1 - Getting Acquainted With Our Neighborhood
Unit 2 - Getting Acquainted With Other Neighborhoods
Unit 3 - Community Helpers Who Bring Us Food
Unit 4 - Community Helpers Who Protect Us
Unit 5 - Community Helpers Who Help Us Learn
Unit 6 - Community Recreation
Unit 7 - Transportation and Communication
Unit 8 - Improving Our Neighborhood

C. Supplementary Materials

1. Urban Education Studies:

A Neighbor Is
A City Is
Work Is
Opportunity Is
Recreation Is
Renewal Is

2. Special Cities Album:

Detroit Is
Chicago Is
New York Is

BEST COPY AVAILABLE

Los Angeles Is
San Francisco Is
Washington, D. C. Is
Denver Is

3. Our Working World - Families At Work

4. Show That You Care- Teacher's guide

5. Wall Map - City of Detroit

A GUIDE IN SOCIAL STUDIES, PRIMARY UNIT, contains in detail for both years of the primary unit suggestions for the development of the units of work using the textbooks and the supplementary materials.

BEST COPY AVAILABLE

Physical Education in the Primary Unit

I. Introduction

"The overall aim of elementary education is to provide for the optimum physical, social, emotional, and intellectual growth of children in light of their needs and interests."

Physical education through its activities, contributes substantially to this aim and should, therefore, be considered as a part of the whole educational curriculum rather than as a special subject or something apart from the other more traditional fields.

In many of our schools, the primary unit teacher assumes major responsibility for physical education, along with other phases of the curriculum. A definite plan and time must be provided for the teaching of physical education by the primary unit teacher.

II. Program Content

The program must be planned around the growth and developmental needs of the children in our primary grades. It is imperative, therefore, that the primary unit teachers become familiar with certain facts about their children in these areas:

A. How children look:

1. There is steady and uniform increase in size.
2. Postural defects become evident toward close of this age grouping.
3. The legs lengthen rapidly.
4. The large muscles of the arms and legs are more developed than the small muscles of the hands and feet.
5. Muscular development is uneven and incomplete, but motor skills are developing.
6. Boys and girls show gradual progress in speed, steadiness of movement and accuracy.
7. Eye-hand coordination is beginning to develop toward the end of this period.
8. The lungs are relatively small; the heart is growing rapidly; pulse and respiration rates are decreasing.

B. With these things in mind, our program should:

1. Provide wide variety of activities which use the large trunk and thigh muscles, such as chasing games, climbing ropes, twisting and dodging activities and movement fundamentals using stretching, bending, rolling, pushing, and pulling.

2. Emphasize free large-muscle activity. Confer with parents, other teachers, principal or school nurse on serious deviations from the normal. Follow through on correction of defects.

3. Provide games and dance activities involving fundamental locomotor movement such as running, skirping, and jumping.

4. Include simple ball handling games and tossing activities. Provide self-testing activities such as somersaults, jack-in-the-box. Have simple children's equipment such as balance beam, jumping ropes, climbing ropes, stilts, or jungle gyms.

5. Present dance and games involving skills of ball handling, throwing, catching, and combinations of locomotor activities such as walking with jumps.

6. Proceed from the very simple to the more complex activities. Examples: One somersault may increase to three continuous somersaults; wider use of arms and more elevation for skipping may be apparent in dance.

7. Offer more activities involving throwing and catching to increase eye-hand coordination. Examples: accuracy in throwing at a target or game such as teacher ball and ring toss.

8. Include games that involve taking turns, such as circle chase or Mickey Mouse, after very strenuous activity.

The wise teacher will make yearly plans divided into the various seasons or units--fall, winter, spring.

To the early childhood group, "Fall" means the possible dramatizations in the form of story plays, rhythms, and dances using such symbols as falling leaves, raking leaves, and gathering nuts. "Winter" is the season to teach around such themes as Thanksgiving and Christmas. In the "Spring" flowers and the wind are but two ideas to use in planning activities.

BEST COPY AVAILABLE

The following hints for planning might be helpful:

1. Plan the program of work yearly, seasonally, and weekly.
2. Keep in mind the objectives of physical education and the specific objective of each lesson.
3. Plan activities which are appropriate to the particular group.
4. Plan to help each child learn something each lesson.
5. Plan to play outside every day that weather permits.
6. In the fall and spring, have a flexible plan to use when the weather does not permit going outdoors.

III. Some Simple Equipment

In conducting an active program with maximum participation, it is desirable that there be enough equipment so that each child may use a piece of it for at least one part of the program.

It is hoped that a portable equipment box on coasters will be supplied to each school for the use of the nongraded primary rooms. A canvas tote bag may also be used, particularly for activities used outdoors.

Following is a list of some simple equipment:

Beanbags or sawdust bags

Ropes, short and long

Hoops

Balls, all sizes

Bowling Pins

Tossing games (for eye-hand coordination)

Old inner tube of bicycle or automobile tire (pulling on in circle formation)

Blocks (1' to 2" high)

Hanging or climbing apparatus (bars, ropes, jungle gyms)

Balance beams (borrow from your gym)

Wands

Mats (borrow from your gym)

00057

BEST COPY AVAILABLE

IV. Resources Available

Personnel:

Among resources helpful to the primary unit teacher are the physical education specialists assigned to each of our elementary schools. These specialists will, upon request, work with the primary unit teacher in planning, organizing, and carrying out a program of physical education activities. They may also provide the teachers with instructional materials.

The supervisor of health and physical education in charge of elementary schools is another resource that should be tapped by individual primary unit teachers or a group in a particular school. The principal should also feel free to make use of this source of help.

V. Some Reading Helps

A. Pamphlets available through the Detroit Board of Education (These should be in all schools; ask physical education teacher.)

1. "Exploration of Basic Movements in Physical Education." Publication 4-322 TCH, The Board of Education of the City of Detroit, 1960

2. "It's All in the Game." Publication 4-320 TCH, The Board of Education of the City of Detroit, 1961

3. "Spotlight the Children." Publication 358, The Board of Education of the City of Detroit, 1955

4. "Help Teachers to Help Children." Publication 375, The Board of Education of the City of Detroit, 1953

B. Books

1. Murray, Ruth L., Dance in Elementary Education, Harper and Row, 1953. Revised 1963

2. Halsey, Elizabeth, and Porter, Lorena, Physical Education for Children, Holt, Rinehart & Winston, 1958

3. Andrews, Gladys, and Others, Physical Education for Today's Boys and Girls, Allyn and Bacon, 1960

4. Murray, Ruth L., and Hussey, Delia P., From Student to Teacher in Physical Education, Prentice-Hall, 1959

BEST COPY AVAILABLE

Health Instruction in the Primary Unit

Health instruction in the primary unit should be a meaningful experience to the child and make worthwhile contributions to his physical, social, and emotional growth.

Most of the instruction in the primary unit should be taught in an informal manner with the content for the most part centering around the daily activities of the child. Success in this kind of teaching requires as much planning as is necessary for any other subject in the curriculum. Goals must be established, points of emphasis chosen, learning experiences which will emphasize the basic habits essential for healthful living selected, and then sufficient time alloted.

Guiding princip s

1. Effective health instruction is more than imparting knowledge about health facts and rules. It consists of planning the program in such a way that the context and learning experiences selected are adapted to the interests, needs, and capacities of the pupils.

2. Making provisions for individual differences improves instruction.

3. The personal values and enthusiasm of the teacher will influence the learning of the class about matters pertaining to everyday healthful living.

4. Teaching children positively what to do is superior to teaching them what not to do.

5. The program should consist of numerous activities, but the activities--puppets, social drama experiments, songs, visual aids--should be meaningful in meeting the child's health needs and not a diversion or unrelated experience.

6. Correlating health instruction with other curricular areas is most effective. For example, teaching language skills using specific health topics, counting the teeth, learning colors via vegetables and fruits.

Curriculum content

The following is a listing of expected areas of health teaching and a statement of how each area is related to helping children to do better or more healthfully what they ordinarily do.

BEST COPY AVAILABLE

1. Food and nutrition: Children should learn to like healthful foods and know how to select an adequate diet.

2. Exercise, rest, and sleep: Children need to be encouraged to alternate activity with rest, relaxation, and adequate hours of sleep.

3. Eyes, ears, and teeth: Children need instruction in oral cleanliness. They need regular dental supervision. They need to know and respect physicians and dentists who help keep them well. They need to understand the nature of any health services provided.

4. Clothing: Children should be guided to wear clothing appropriate for weather conditions for indoor and outdoor comfort.

5. Cleanliness and grooming: Children should become increasingly responsible for personal care.

6. Mental and emotional health: Children must learn to adapt to their environment and to other children with whom they associate at school.

7. Communicable disease control: Some diseases which attack children can be prevented. Children should learn how they can help protect themselves and others from disease.

8. Safety: Children should know that they are subject to accident hazards and must know how to avoid them and what to do when an accident occurs (including poison prevention and child molestation education).

9. Homes, schools, and neighborhoods: Children need to learn how to contribute to safe healthful living in each environment and to understand and appreciate the contributions of others to their health and safety.

10. Children should be helped to cultivate wholesome attitudes toward themselves and their family and to appreciate the important role the family has in the growth and development of children.

Resources

Films:

1969 Instructional Sound Film Catalog

Detroit Public Schools (available in every school), page 13

Textbooks:

	Code
Health for All, Book I Scott Foresman, 1965	10-3796

BEST COPY AVAILABLE

Teacher's Guide:

	Code
A Curriculum Guide for Health Instruction, K-6 Detroit Public Schools, Publication No. 4-325	94-2466

Puppets, charts, models:

See the Children's Museum Catalog

Community agency materials:

See suggestions listed in the Curriculum Guide for Health Instruction, K-6, Detroit Public Schools

BEST COPY AVAILABLE

Art in the Primary Unit

PHILOSOPHY

Early art experiences in school can play a vital role in the creative development of the child. They provide another dimension to the educational program: the personal dimension of feeling, sensitivity and expression. On the primary level the visual arts specifically seek to involve the young child in developing awareness, perceiving the world he lives in, reacting to what he sees and feels, and interpreting his ideas and concepts through visual material.

All young children have the potential for creative expression. To the six and seven year old, art is more than a matter of painting pictures or constructing objects; it is a means of expressing his individuality, a way of communicating his ideas about himself and his environment. Since no two children are alike in their creative activities, their art expressions will be unique. Each child's work will look different from that of any other child, just as his appearance and personality are different. He should be encouraged to express himself in terms of his own experiences and interests. The teacher's belief in the respect for the uniqueness of each child helps build self-confidence in his art expression and furthers his natural normal growth. Individuality and honesty of expression gives child art one of its deepest values. Given the right kind of guidance and encouragement, most children find pleasure and satisfaction through art activities.

The art period is a time of exploration, not only of materials but of the children themselves. They need to explore the nature of art media and tools. They need opportunities to seek out new ideas, become aware of new feelings and sensations, and discover their own ways of expressing them. In this way, the child strengthens his power to weigh choices, to decide and to face the results of his decisions. Such experiences are fundamental to his growth in art.

Every art activity must be a creative experience requiring original thinking, planning, and doing. Stereotyped copy work and patterns have no value other than "busy work" to the child. They block the development of his creative powers and make him dissatisfied with his own efforts. The alert teacher, who shows enthusiasm for the boundless opportunities in art to foster free, independent thinking, feels no need for these materials. Instead, she creates an atmosphere that will give the child the best means to create and to feel he is a success.

The time for certain skills and techniques should have a definite place in the art program. This will not be when the child is first experienceing an acquaintance with materials or subject matter but rather when he feels a definite lack in himself and is not content with the thing that he has heretofore done. Techniques have no value in themselves. If taught before they are needed, they have no meaning for a child and only confuse him. He learns to paint, model, and construct as he learns to walk -- slowly, developing in his own way and learning each new step in the process as he is ready for it. Establishing readiness is as important as improving skills.

BEST COPY AVAILABLE

OBJECTIVES

To stimulate the child to express his own ideas in his own way.

To explore and develop the child's ability in the use of art materials and tools.

To build the child's confidence in his art expressions.

To help the child to look, to feel and perceive, in developing fuller awareness of his environment.

To build the child's awareness of color, line, form, texture and pattern in nature and man-made objects.

To help the child understand and enjoy looking at works of art.

To increase the child's ability in making aesthetic judgement to discriminate in the use of everyday objects and materials.

ESSENTIAL ART EXPERIENCES

Certain experiences are essential for all children on the primary level, including two and three dimensional activities, working independently as well as in groups.

The essential art experiences and activities include:

-- Picture Making - pictures, murals, with crayon, chalk, cut and torn paper, collage.

-- Printmaking - press prints with vegetables, cardboard, sticks, cork, felt; spray or spatter stenciling.

-- Construction - paper and cardboard toys, dioramas, masks, holiday decorations, buildings, animals.

-- Puppetry - paper bag, tongue depressor, vegetable, stick, sock, rod, and strap puppets.

-- Modeling - figures, animals, fruits, vegetables, and dishes with clay and paper-mache.

-- Bookmaking - simple books with notched or overcast binding.

-- Art Appreciation - trips in the community, observation and discussion of reproductions of fine painting, sculpture, decorative arts, and nature.

BEST COPY AVAILABLE

CONCEPTS OF CHILD GROWTH AND DEVELOPMENT IN ART

There is no precise pattern of development for each age level. However, there is an evident and gradual growth process that every child goes through, from the first tentative exploration to greater sureness in the control of materials and expression.

-- Six and seven year olds paint or model what they know or feel. They are not particularly concerned with reproducing what they see.

-- Perspective has no meaning for them; proportion is portrayed according to importance. The child spontaneously applies his own concepts to express visually his individual experiences without concern for realism.

-- Colors are selected according to emotional and intellectual importance.

-- As he matures, the child begins to develop more awareness of his environment and to see beauty in nature and in the art expression of others. His visual expression shows greater interest in detail and more realistic use of color and proportion.

-- Eye and hand coordination improves as the child gains greater control in manipulating tools and materials.

-- Evaluation should be in terms of evidence of child growth from one creative experience to another. Emphasis is on the ideas expressed and not on how well he has expressed them. Quality and sophistication in his expression will appear later in his development.

GUIDES

Art Education, A Guide for the Classroom Teacher, Early Elementary Code #94-2029 -- contains fourteen folders ranging from lesson planning and child growth and development to Art Appreciation and arranging an exhibit. (In process of revision)

Art Lessons Guide for the Primary Unit contains thirty-six art lessons to help primary teachers carry on a variety of meaningful art activities for young children. This manual, originally designed to be used in conjunction with a weekly television program, can be used independently, It is available at the Department of Educational Broadcasting.

SUPPLEMENTARY MATERIALS

Portfolios of original pupil work from primary classes are available for circulation to all schools. Exhibits consist of drawings, paintings and collages on a variety of subjects related to daily living in the home, school and community.

Kodachrome Slide Sets on art activities for primary children are also available. Portfolios and slides are distributed and picked up through the Audiovisual Teaching Aids Library, 55 W. Canfield. Consult the schedule in the school office for delivery and pick up.

BEST COPY AVAILABLE

Music in the Primary Unit

Music activities during the early elementary years can and should be an integral part of the total educational experience of the child. Young children exhibit a natural responsiveness to music and may be easily led into a new and fascinating world of sight and sound by means of their physical, emotional and intellectual responses. There is much similarity in the spontaneity of their enjoyment of music and their ability to use it for the expression of a mood or feeling they cannot verbalize. As a means of communication, then, for emotional release, self-expression, pleasurable activity, and quite listening, music makes learning possible for young children in a highly personal, immediate, and direct manner which no other discipline can offer in exactly the same way.

There is a place for all kinds of music in the life of the child, and each kind plays a part in his musical development as an individual. Through music he also expands his general educational horizons, gaining knowledge of his own cultural heritage and an understanding of other peoples in other times and places. The basic purposes of the music program at the Primary Unit level are for: 1. Significant learning, 2. Enjoyment, 3. Everday living experiences, 4, Emotional values, 5, Self-expression, 6, Self-realization, 7. Self-discipline, 8, Social growth, 9. Investigation of new interests and 10. Support of other learnings.

It is agreed among music educators that early familiarity with a variety of music conditions the later results in terms of knowledge and skills. Consequently, it is essential that many rich musical experiences by offorded in the Primary Unit to insure the development of a high level of listening ability and musical enjoyment as well as lasting skills in singing and playing.

Another advantage of ample exposure to music at the earliest age possible is that of its ability to provide a value system, a humanizing dimension to the life experience of each child. Its contribution to personal growth and the significance of day-to-day life places it in the humanities category, which continues to gain increasing importance as interdisciplinary courses prove their worth.

As one of the many areas of human endeavor, music can be taught most quickly to children in early childhood through games and play. This is because desire is the key to learning, and the irresistable method of total class participation and involvement in games, rhymes, body movements, and chants most efficiently capitalizes on this desire during the Primary Unit years. Children will learn fastest from each other at this level of their development in musicality.

SPECIFIC OBJECTIVES

1. To introduce and make music an influence in a child's life.

2. To develop in each child an appreciation or liking for music and a music readiness program that will carry over into the later elementary program.

3. To contribute to the personal development of the child.

BEST COPY AVAILABLE

4. To enable the child to use the various resources in music to express his ideas and emotions.

5. To relate music learnings with other subject-matter areas.

6. To afford each child opportunity for developing his singing as well as his speaking voice.

BEHAVIORAL OBJECTIVES

Music Program objectives for Michigan schools have been drafted by a committee formed by the Michigan Department of Education and the Michigan Music Educators Association. They are in the process of being finalized.

OVERVIEW OF BASIC MUSICAL EXPERIENCES

A. Rhythmic Response
   1. Singing Games and Action Songs
   2. Creative and Directed Response

B. Singing
   1. Rote Songs
   2. Remedial Experience

C. Listening
   1. Discovery and Exploration
   2. Creative Response
   3. Quiet Pleasure

D. Simple Skills
   1. Rhythmic
      a. Feeling for Accent
      b. Awareness of Meter

   2. Tonal
      a. Phrasing
      b. Melodic Contour

E. Creativity
   1. Expressive
   2. Imaginative

F. Instrumental Activities
   1. Melodic
   2. Rhythmic
   3. Chording
   4. Instruments of the Orchestra

CONCERTS

Each year the Detroit Symphony Orchestra, in cooperation with the Music Education Department of the Detroit Public Schools, presents one concert exclusively for Primary Unit and Grade 3 and 4 classes. For further information

BEST COPY AVAILABLE

refer to the Principals' Notes issued at the opening of the school year and the current PROGRAM INFORMATION bulletin distributed to each school early in September.

GUIDE

Music Guide for Teachers in Primary Units (Code #94-6194) contains ten areas of pertinent information ranging from lesson planning to supplementary ethnic song material.

RECOMMENDED MATERIALS

A. Basic Text: Discovering Music Together - Book 1
Discovering Music Together Series
Follett Publishing Company
Code No. 29-0254

B. Supplementary Text: Our First Music - Book 1
A Singing School Series
C. C. Birchard and Co.
Code No. 29-6103

C. Teaching Aids
1. Piano with bench or stool
2. Record player and recordings
3. Tone Educator Bells
4. Rhythm Instruments
5. Autoharp
6. Chalkboard
7. Staff liner
8. Bulletin Board
9. Pitch Pipe

D. "Program Notes" - Educational Concert Series - Publication #4-600 Tch.

E. Audio-Visual Aids available from Audiovisual Library.

F. Lending collections from the Children's Museum.

G. Television Programs presented by Educational Broadcasting.

BEST COPY AVAILABLE

5. To relate music learnings with other subject-matter areas.

6. To afford each child opportunity for developing his singing as well as his speaking voice.

BEHAVIORAL OBJECTIVES

Music Program objectives for Michigan schools have been drafted by a committee formed by the Michigan Department of Education and the Michigan Music Educators Association. They are in the process of being finalized.

OVERVIEW OF BASIC MUSICAL EXPERIENCES

A. Rhythmic Response
   1. Singing Games and Action Songs
   2. Creative and Directed Response

B. Singing
   1. Rote Songs
   2. Remedial Experience

C. Listening
   1. Discovery and Exploration
   2. Creative Response
   3. Quiet Pleasure

D. Simple Skills
   1. Rhythmic
      a. Feeling for Accent
      b. Melodic Contour

E. Creativity
   1. Expressive
   2. Imaginative

F. Instrumental Activities
   1. Melodic
   2. Rhythmic
   3. Chording
   4. Instruments of the Orchestra

CONCERTS

Each year the Detroit Symphony Orchestra, in cooperation with the Music Education Department of the Detroit Public Schools, presents one concert for Primary Unit and Grade 3 and 4 classes. For further information refer to the Principals' Notes issued at the opening of the school year and the current PROGRAM INFORMATION bulletin distributed to each school early in September.

GUIDE

Music Guide for Teachers in Primary Units (Code #94-6194) contains ten areas of pertinent information ranging from lesson planning to supplementary ethnic song material.

BEST COPY AVAILABLE

RECOMMENDED MATERIALS

A. Basic Text: Discovering Music Together - Book 1
Discovering Music Together Series
Follett Publishing Company
Code No. 29-0254

B. Supplementary Text: Our First Music - Book 1
A Singing School Series
C. C. Birchard and Co.
Code No. 29-6103

C. Teaching Aids

1. Piano with bench or stool
2. Record player and recordings
3. Tone Educator Bells
4. Rhythm Instruments
5. Chalkboard
6. Autoharp
7. Staff liner
8. Bulletin Board
9. Pitch Pipe

D. "Program Notes" - Educational Concert Series - Publication #4-600 Tch.

E. Audio-Visual Aids available from Audiovisual Library.

F. Lending collections from the Children's Museum.

G. Television Programs presented by Educational Broadcasting.

BEST COPY AVAILABLE

Department of Early Childhood Education
Detroit Public Schools

GUIDES AND BULLETINS IN THE PRIMARY UNIT

PRIMARY UNIT LANGUAGE ARTS

Title	Code
BOXED PRIMARY UNIT READING MATERIALS	Mimeo.
CITY SCHOOLS READING VOCABULARY LISTS FOR USE IN THE PRIMARY UNIT	94-6004
A DOZEN WORDS GAMES TO PLAY AT HOME	94-1161
AN EXPERIMENTAL GUIDE FOR HANDWRITING IN THE PRIMARY UNIT	94-6269
FIRST BULLETIN OF SELF-TEACHING ACTIVITIES FOR THE PRIMARY UNIT	94-5634
FIRST STEPS IN LANGUAGE EXPERIENCES FOR PRESCHOOL CHILDREN	94-5725
GETTING READY FOR THE POWERTS ENGLISH SERIES	94-6087
INDIVIDUALIZED READING IN THE PRIMARY UNIT	94-6053
INFORMAL CHECK TESTS AND BEHAVIORAL OBJECTIVES	94-5659
LESSON PLANS FOR TEACHING THE CITY SCHOOLS READING PROGRAM IN THE PRIMARY UNIT	94-6251
MAKE YOUR PRIMARY UNIT ROOM WORK FOR YOU	94-6111
MORE READING ACTIVITIES FOR THE PRIMARY UNIT	94-6244
NOTES FOR NEW TEACHERS IN THE PRIMARY UNIT	94-5980
ON THEIR OWN IN READING READINESS	94-1302
PHONICS IN THE PRIMARY UNIT	94-6152
PICTURE CARDS--READING READINESS	90-0142
THE PRIMARY UNIT LANGUAGE ARTS PROGRAM	Mimeo.
PUBLIC LIBRARY BOOKS SUITABLE FOR PRIMARY UNIT CHILDREN IN THE FIRST YEAR AFTER KINDERGARTEN	Mimeo.
PURPOSES AND USE OF THE DETROIT READING READINESS CARDS	94-1278
SURVEY TO AID IN PLACING INCOMING PUPILS IN READING GROUPS IN THE PRIMARY UNIT	94-5642

Title	Code
WHEN PARENTS ASK ABOUT READING READINESS	94-1104
WORD GAMES TO PLAY IN SCHOOL	94-1260
KINDERGARTEN	
DEVELOPMENTAL ACTIVITIES FOR SCHOOL BEGINNERS IN THE PRIMARY UNIT	94-0494
THE GREEN THUMB (Activities to promote growth in the kindergarten)	94-5840
KINDERGARTEN IS READINESS	94-0510
KINDERGARTEN READINESS IN ACTION	94-5535
LET'S TEACH PHONICS ... NOW!	94-0528
MERRILY (kindergarten newsletters)	Mimeo.
ART	
ART EDUCATION - A GUIDE FOR THE CLASSROOM TEACHER	94-2029
ART LESSONS GUIDE FOR PRIMARY UNIT	Ed.Broad-casting
HEALTH AND PHYSICAL EDUCATION	
EXPLORATION OF BASIC MOVEMENTS	94-2433
IT'S ALL IN THE GAME - ABOUT CHILDREN IN PLAY	94-2417
MUSIC	
MUSIC GUIDE FOR TEACHERS IN THE PRIMARY UNIT	94-6194
SOCIAL STUDIES	
A GUIDE IN SOCIAL STUDIES--PRIMARY UNIT	Mimeo

Please address all coded requests on a Form 45 to INVENTORY CONTROL.

Please address all mimeographed requests to the department responsible for its publication, unless otherwise indicated.